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Commonwealth of Massachusetts

Executive Office of Education

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Charter School Application

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EXECUTIVE OFFICE
OF EDUCATION



Piedad F. Robertson, Secretary of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

Summit Charter School Committee

Name of organization/group filing for charter school status

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Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet must be attached to the application when it is filed.)

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If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA 02108

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Charter School Application

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(This signature sheet must be attached to the application when it is filed.)

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If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA 02108

Summit Charter School Norwood, Massachusetts

**The Commonwealth of Massachusetts
Executive Office of Education**

Charter School Application

TABLE OF CONTENTS

Part I		Page
Mission Statement		2
School Objectives		3
Statement of Need		5
School Demographics		7
Recruiting and Marketing Plan		9
Admission Policy		11
Profile of Founding Coalition		11
Timetable		12

Part II		
Evidence of Support		13
Educational Program		13
Student Performance		15
School Evaluation		16
Human Resources Information		17
School Governance		18
Building Options		18

Appendices		
Student Population Demographics		A
Sample Curriculum		B

Summit Charter School Norwood, Massachusetts

**The Commonwealth of Massachusetts
Executive Office of Education**

Charter School Application - Part I

1) Mission Statement:

The mission of the Summit Charter School is to create a program which enables the community to act on a vision, shared by an increasing number of its members, to provide an opportunity to offer innovative educational reform expeditiously within the public sector. Developing a community of lifetime learners properly prepared to face the world as capable, reasonable and thinking individuals of a global and diverse society, is a goal shared by its founders. The Summit Charter School is committed to developing a solid foundation of self esteem as well as intellectual growth. Our programs will stimulate and enhance self motivation, honesty, inquisitiveness and the valuing of diversity. It is our intent to develop this model for change in close proximity and in communication with the public school system, in order for the accomplishments of the alternative, innovative methods of instruction to have the greatest chance of timely integration into the public school system. Although charter schools cannot reach all those in need in any community, they can, however, serve as a practical model for change in the public school system so that the benefits can be shared by many.

We further believe this mission can best be achieved when there is teamwork, caring and accountability from all who are party to the process. Administrators, teachers, students, and parents will share a clear understandings of respective goals, expectations, roles and responsibilities.

2) School Objectives:

A) Describe broad academic objectives of student learning.

This community, like many, is blessed with innovative preschools, assisted by active parental involvement, which continue to produce fertile, inquisitive minds in capable children. These children need the same creative and nurturing environment, particularly during their formative years, to continue their development upon entering into primary education. The Summit Charter School, through the input of its organizers from academic, corporate, research, entrepreneurial and service backgrounds, views itself as a laboratory to integrate research findings into the curriculum and teaching methodologies, and to hold participants accountable for results and responsible for continuous innovation.

Free from the burden of providing the current standardized public education program, which is too large to experiment with and too expensive to modify, the Summit Charter School will be able to work within the parameters of each student's developmental levels, to formulate a challenging curriculum as well as an individual workplan designed to meet the interdisciplinary needs of each student. All students are expected to succeed, but not all are expected to achieve at a predetermined pace. Advancement will be based on certified, demonstrated competency, not credentials of attendance and memorization.

The overall academic objectives will include teaching a core curriculum in the following subjects:

- **Art, Music and the Performing Arts** - imaginative and creative self expression demonstrated with the use of different art materials, media, instruments, and dance together with the relationship of these media to math, reading and comprehension skills.
- **Computer Literacy** - use of computer lab to provide interactive learning of various subject matters as well as to teach the actual mechanics and operations of computers, including awareness and use of on-line resources.
- **Mathematics** - application of concepts in addition, subtraction, multiplication and division, together with the introduction of algebra and geometry, geared towards the ability to solve problems in a simulated and relevant environment.
- **Language Arts and Reading** - concise communication skills, written and verbal, to be obtained from interpretive and critical comprehension of reading materials along with a strong command of the english vocabulary Foreign language study will be encouraged and offered as an early elective.
- **Sciences** - teach students the process of observing, inferring, and analyzing data in connection with life, physical, earth, and applied sciences.

- **Social Studies** - provide a frame of reference for the students beginning with historical events and followed by lessons in civic education, geography and the global perspective, together with modern day economics, social and cultural dynamics.
- **Philosophy** - introduce philosophical concepts in the context of creative and critical thinking, the backbone of philosophy, by stimulating and guiding the natural curiosity and wonder of children.
- **Special Interests** - opportunities to explore in depth and cultivate areas of special interests to the children through internal and external resources.
- **Physical Education** - lessons in acquiring and maintaining good health and physical fitness as a lifetime responsibility.

Furthermore, we will design rigorous, stimulating, and developmentally appropriate programs for the gifted and talented children.

B) Describe non- academic goals.

In addition to the academic objectives set forth above, other personal development goals will be incorporated as follows:

- **Good Citizenship** - social responsibility with a sense of fair play and good sportsmanship.
- **Ethics, Respect and Cultural Diversity** - the ability to be caring and honest, and to learn about, receive and earn respect from others; to establish a sense of self-confidence, both individually and in relationship to others.
- **Judgement and Decision Making Skills** - the ability to reason and deduce under various circumstances and conditions along with an appreciation for the correlation between a cause of action and its consequences.
- **Fact-finding and Research Skills** - knowledge of where and how to locate information based upon any given subject.
- **Organization and Study Skills** - enhanced ability to plan, set goals, become motivated and act to broaden horizons beyond courses, classroom learning and assignments.
- **Life Skills** - exposure and understanding of skills which will enable students to become more socially functional (survival and independence, money management and savings, home responsibilities, presentation skills, self marketing, etc.)

- **Perseverance**- the understanding of steadfastness as the adherence to a certain course of action or principle and belief.

C) What type of community environment do you hope to foster at your school?

We plan to foster a community environment which is open, inclusive, and participatory for educators, parents, students, government and business leaders. As a community, we must collectively and actively pursue a course of excellence for the benefit of our children, the next generation of citizens. We will demonstrate to our children that their education is an important commitment to us through our active participation in it. We insist on mandatory, ongoing quality education which is supported by the experience of community members visiting the classroom and imparting practical, technical and life skills knowledge to students. Further, we will integrate the use of community resources to expose students to real life situations and environments to enhance understanding and familiarity with their community and world.

3) Statement of Need:

A) Why is there a need for this type of school?

The Town of Norwood has a well funded school system. Our average teacher salary currently ranks 20th out of 350 Massachusetts cities and towns. The average per pupil spending is above the state level and that of certain surrounding towns. However, we rank last among those same towns in the most recently available (1993) SAT scores. Additionally, we are not competitive in attaining proficiency levels beyond Level II in the Massachusetts Educational Assessment Program tests ranking last (with one exception) among surrounding towns in math at all grade levels tested (4,8 and 12), and last or second to last in reading at all grades. We have average to below average results with above average spending in our public schools with no apparent success in reversing this trend.

We are concerned that our children will may not be able to compete outside the confines of the Norwood school system. Currently, with the exception of one surrounding town, Norwood ranks from 11-32% below all other surrounding towns in percentage of graduates who continue on to a four year college (58%). Norwood has the greatest population of the surrounding towns, the lowest median income and the next to lowest percentage of college graduates. In the current public school sector, we can see complacency. We can see an acceptance of status quo and mediocrity within the community and thus the school system. Our school administrators acknowledge that change is generally initiated upon complaint and not through planned innovation. There is very low funding for and limited use of continuing education for the teachers. Our current public school system cannot justify the funding necessary to introduce innovative programs and curricula because it is already well funded, supporting the existing overhead, salaries and standard programs.

The leadership of the Norwood school system is closely held. The majority of school committee members have served multiple terms, in some cases, almost 20 years. Initiatives for improvement to the school system commonly become bogged down in political debate and lost to funding requirements of the current structure. If change were to occur system wide, we would expect that the school committee members will want assurances that whatever innovation is to be funded throughout the system, it is proven effective and applicable to our community needs and interests. This leaves no room for experimentation or cultivation of new programs. Meanwhile the academic clock for our children ticks on. It is unlikely that meaningful reform can take place within this scenario without consigning another generation of students to mediocrity.

The Summit Charter School represents the community's attempt to break free of this stagnation. We need to create a timely alternative for our children from the currently available ones: private schools or a change of residency.

We believe the teachers and school administrators are dedicated and will do their best to provide quality education. We believe they care for the eventual individual achievements of the children currently being taught and shaped in their classrooms. Unfortunately, the school system lacks the flexibility and opportunity to do what it takes to make the changes necessary to introduce innovative programs, learning and assessments into the current school environment.

B) Explain why a charter school would help to effectively address this need

As presented above, Norwood has a fairly well funded school system that is supporting the overhead of long term salary increases, older buildings, and acquiescence of the status quo. It is the conclusion of the founders of the proposed Summit Charter School, as well as representatives of the current public school system, that effective and timely change can occur more successfully outside the current restraints of the school system. We wish to deliver the opportunity for creativity and innovation to the concerned members of the school system in this "laboratory for learning", as it is so correctly described. It is our hope that successes of the charter school program can be quickly integrated into the public school system, with emphatic support of all the principals involved in providing quality education to our children.

Over the past few years, the Norwood community has experienced some difficulties in expressing and controlling attitudes and actions towards ethnic diversity. This may be deeply rooted in the tradition of the town. We do not believe this is unique to Norwood, however this has been a focus of the media and community attention during this time. We believe the community is ready to support a new way to learn and act about these and other sensitive issues. Our children are taught at home as well as school. If ethnic diversity cannot be addressed sufficiently in a very traditional home, as it may be in Norwood, it becomes even more critical that the school system be capable of providing contemporary and effective instruction and exposure to promote understanding and respect. This can serve as an effective example for other communities as well.

We are prepared to bring forth new and innovative methods to teach our children in a creative and exciting environment. We will set achievable and measurable goals for each child and follow individual progress for evaluation. We will prepare our children to gain a lifetime love of learning. We will teach them the skills necessary for a rigorous high school career. We will instill in them a desire to achieve the highest level of intellectual fulfillment which they are capable of attaining. Our ideas and hopes are not new. Other schools have gone before us and succeeded. By creating a charter school, we hope to lead by example. When a viable alternative can be demonstrated, a demand will be created for the status quo to compete with innovation and advancement.

In time, we will demonstrate that change does not have to be resisted simply because it is something different. As our world becomes increasingly complex with an expanding global economy and ongoing technological advances, we must provide an educational system to keep pace with such happenings. When confronted with competition for enrollment, true reform can become possible.

4) School Demographics:

A) Describe the area where the school will be located

The Summit Charter School will be in the Town of Norwood, an economically developed suburb located approximately 17 miles south of Boston. Founded in 1872, Norwood has always been home to a diverse populace. While more than 90% of town's population is white, Norwood is represented by 33 ethnicities including Arab, Hungarian, Lithuanian, Subsaharan African, Portuguese, Chinese, and Ukrainian, among others. Norwood is surrounded by similar communities such as Dedham, Walpole, and Westwood, although it is the most culturally diverse of the group. [Please refer to Appendix A for other statistical information.] We have not yet selected a facility; we would like to progress further in the application process before moving in that direction. We know of two suitable locations and have other options to explore at the appropriate time. We do not anticipate major obstacles in securing space.

B) Why was this location selected?

We are parents living in the Town of Norwood hoping for an alternative to the traditional delivery of public education. As we have presented above, we feel that this community needs this alternative to face the challenges which have surfaced over the last few years. The comparatively poor academic performance together a relatively high level of funding of the public school system and the sudden rise in troublesome social issues have confused and concerned the community. The selection of Norwood for a charter school is based on our desire to give Norwood area children a priority in admission. We are willing to consider locations other than Norwood, although we believe that this community has the largest number of needy children (statistically, and by performance) within the surrounding communities.

C) Describe any unique characteristics of the student population to be served.

Of critical importance for the location of this experimental school in Norwood is the relevance of this town from a national perspective. Norwood, Massachusetts has been described as the locality in the United States which has the highest percentage of subsequent generations of families residing in the same community. This may help explain the community's complacency and acceptance of status quo, (good enough for parents, grandparents, great grandparents, must be good enough now). Although the organizers of this charter school program consider this characteristic as a challenge, we also view it as an opportunity to set an example which we feel will be particularly relevant to a large cross section of communities in the state and country.

The student population is primarily from working class families. Recently, Norwood has attracted inner city families with moderately priced real estate and a stable and relatively safe community environment. Unique to Norwood is perhaps the recent increase in single-parent families. The students from those families are being assimilated into a school system which has limited experience dealing with the emotional and societal aspects of non-traditional families. It was recently reported that Massachusetts has the highest level of unwed teenage mothers in the nation. The general area surrounding Norwood has a teenage pregnancy rate among the highest in the state. The subsequent challenges to the school system for both mother and child will be enormous.

Since the charter school will involve parent/guardians in the education of children, we hope to serve the community by providing a method to reach children at risk with the effective use of intervention and parental participation.

D, E) What is the school's anticipated enrollment? What grade levels will be served?

The charter school is for kindergarten to grade eight. The anticipated enrollment for the first year of operation is in the range of 105 to 126 students for kindergarten to grade six. The group size will be 15 to 18 students at each level. Grades seven and eight are left open for graduation from the lower grades in year two and beyond. We believe this arrangement best serves the student population from the perspective of continuity.

5) Recruiting and Marketing Plan:

A) Demonstrate how you will publicize the school to attract a sufficient pool of applicants.

The overall strategy to promote a charter school concept is to begin with a core group parents, teachers, administrators, business representatives and others with similar concerns, outline the needs, explore the options, and prepare a concept paper. Using the concept paper, each involved individual from the core group will disseminate the message to small groups for discussions and feedback. The core group will focus on promoting awareness of the educational needs, problems and challenges, presentation of the alternative actions and communication of the charter school opportunity to encourage participation and grass root support.

As our project proceeds, open meetings will be held to invite all interested parties within Norwood to publicize The Summit Charter School. Hearings will be held in all school districts. Thereafter, information will be made available to the surrounding towns through public announcements. The first hearing is scheduled towards the middle to end of March, 1994.

B) Specifically, what type of outreach will be made to potential students and their families?

Our efforts in outreach will connect us with the individual school councils which have been established over this past school year under the Education Reform Act of 1993. A number of the elected representatives have provided input to the creation of this charter school application. Through these representatives, or directly, we plan on contacting the PTA's to establish communication, update information and feedback with these parent groups. We will present the charter school concept to the Neponset Valley Chamber of Commerce to inform the business community of our efforts. We will make effective use of all printed media to broadcast the concept and creation of a charter school with advertisement and special interest stories.

We will make arrangements to have a number of programs and informational presentations on the local cable TV network serving Norwood area. We have planned to conduct mailings to all households with children in Norwood and surrounding towns. We will also conduct seminars in local area businesses (Polaroid, Analog Devices, United Parcel Services, Raytheon, Norton, Phoenix Corporation, Bank of Boston, among others) some of whom have expressed interest in the charter school concept.

As teachers are recruited and programs are in place, prototype classes in selected subjects will be held as a means to simulate a charter school atmosphere. Parents and students will be invited to attend for a first hand look. On an ongoing basis, the charter school will release periodic newsletters to inform the public at large of its progress and accomplishments.

6) Admission Policy:

A) Describe the admission methods and standards you will use to select students.

B) Explain how these policies further the mission of the school in a non-discriminatory fashion.

The Summit Charter School intends to conditionally admit all resident children on a first come, first serve basis without regard to race, gender, economics, religious or cultural affiliations.

Additional available spaces remaining thereafter will be conditionally allocated on a lottery basis again without regard to race, gender, economics, religious or cultural affiliations.

After the selection process above, all students and parents will be interviewed to ensure that their expectations of The Summit Charter School are consistent with the mission and goals of the School. The admission process will be complete once there is understanding and agreement of mutual goals and objectives. Parents must demonstrate a willingness to participate in the education of their children.

It is possible for students to be screened out after such interviews, however, we will make all efforts to establish common ground. In the event that pre-assigned space is given up, that space will be returned to the lottery pool.

We believe this policy is fair and equitable to all students. The only criteria are to understand and agree to common goals and objectives for their education.

7) Profile of Founding Coalition:

A) Describe the make-up of the group working together to apply for a charter school.

The current group of organizers represent a cross section of the Norwood community. Involved are predominantly parents of multiple school aged children in preschool programs, public schools and private schools throughout this area. The occupational backgrounds of individuals include financial services, banking and cost accounting, food distribution business, librarians, craftsmen, homemakers, office workers, nurses, attorneys, hospital administrators, retail managers, non-profit foundation representatives, fund raisers, engineers, occupational therapists, teachers and nutritionists

This group has met constantly over the past four months and has extended out to multiple local, regional, state and national academic, social service, governmental, consultative and business resources to gather input, advice, clarity and experience in successful implementation of innovative programs representative of the charter school project.

B) Discuss how the group came together.

The original core group of parents came together frustrated by the inability to institute change and accountability within the public school system. We were also concerned with the quality of schoolwork being brought home each day particularly in light of the poor scores reported for Norwood students on national testing. It seems our children were doing repetitive rote and drill work and very little problem solving and creative work. For those of us with multiple children who had progressed through the public school system, we were disturbed to see the identical projects, lessons and materials being presented for over 10 years. It was common to many of us that our children were bored at school and their performance and attitude began to reflect a lack of interest and dislike for school.

There was no realistic alternative, private schools or relocation were not feasible for most.

Our concerns and questions were generally not acted upon by administrators many times because of the impossibility of system wide change. The current coalition remains parental and there are no formal affiliation with other schools, educational programs, or business. However, in our efforts to learn how to create a charter school, we have consulted with many knowledgeable individuals. These individuals have guided and advised us during the course of our work completed to date. [Please also see Item 10A in Part II.] We are grateful for their time and will continue to seek their input.

C) Any plans for further recruitment of founders or organizers.

We plan to recruit teachers and other educators as organizers to round out this coalition. As we have stated throughout this document, we intend to involve the public school system as a participant and ultimate beneficiary of the accomplishments of this charter school program experience. We wish to make the improvements and successes available to the greatest number of individuals possible. Both the organizers of the application and the school officials recognize that a smaller, less inhibited and more flexible environment is necessary to produce change through innovation for the school system. The charter school provides that environment and opportunity

8) Timetable:

A) Discuss a time table of events leading to the opening of a charter school

We are preparing this application for 1995 however, we have the ability to accelerate our time table to begin this program in September of 1994 if permitted. Recruitment of teaching faculty will be the primary task together with detailed development of curriculum and gathering of resources, materials, equipment, etc. We wish to involve faculty in the development of the curriculum so the recruitment will take precedent. We would hope to have a definitive assessment of faculty before the end of the school year in June, 1994. A preliminary estimate of timing and tasks for a September 1994 start date is listed below.

The hypothetical timetable of events leading to the opening of The Summit Charter School assuming an approval of this application for 1994 school opening:

Completion Date: Event:

March 15, 1994	Notification of decision from the Executive Office of Education.
March 15, 1994	Interim seven member Board of Trustees appointed.
April 15, 1994	Financial plan and promotional campaign finalized.
May 15, 1994	Standing eleven member Board of Trustees appointed.
June 30, 1994	Promotional campaign completed
June 30, 1994	Physical location secured.
July 31, 1994	Start-up fund raising activities completed
July 31, 1994	Faculty and staff hiring completed.
August 15, 1994	Final curriculum for school year 94-95 completed.
August 15, 1994	Student enrollment completed
August 15, 1994	Procurement of all necessary furnishings, equipment, supplies, and materials to begin operations.

The sequence of activities for an opening date in 1995 would not change significantly, the target dates would be adjusted accordingly -

**Summit Charter School
Norwood, Massachusetts**

**The Commonwealth of Massachusetts
Executive Office of Education**

Charter School Application - Part II

9) Evidence of Support:

A) Convey as clearly as possible the scope of community support.

B) In tangible terms, demonstrate this support.

At present, our community support is necessarily concentrated in a limited group of individuals because we have just started the process of publicizing our application for the Summit Charter School. However, trial balloons on the concept of charter schools as an alternative to our current system have been well received. It is our belief that once promotion and marketing plans are in place, we will be able to demonstrate ample support. We will seek documented support from parents (school councils, PTA's), community leaders (chamber of commerce, corporate directors and officers, boards of selectmen), teachers/educators, and students by June, 1994.

10) Educational Program:

A) In detail, describe the educational program of the school

We plan to create an educational program which recognizes the fact that there are different methods of learning and thus, employs a variety of presentational options to address the concerns of each type of learner. We can no longer afford to use a "one style suits all" approach in our classrooms.

The Summit Charter School will introduce its students to the erudite masters of the past and provide them with a historical framework through which they may view the progress of mankind. We will begin by asking open ended questions as Socrates did. We will develop an appreciation for the beauty of the spoken and written word. We will kindle a love in them for all thought which is insightful and reflective. We will expose them to the masters in every field, so that they will know how often the world has been changed irrevocably by the power of one person's idea or action. Our students will be involved in their education, not inundated with a series of repetitious exercises from which little is gleaned (except ennui).

We will develop a love of reading by selecting stimulating materials which will encourage group discussions and provide the impetus to expand upon the ideas expounded therein through a series of writing exercises.

Critical thinking skills will be cultivated from an early age so that these skills can be honed throughout each student's educational career. This emphasis will not only enable our students to see the interrelationships between academic disciplines, it will also sharpen their problem solving capabilities. Our students will be taught to synthesize information from a variety of sources and to seek creative solutions to difficult problems. Being aware that there are many perspectives and potential solutions to complex problems will engender a healthy respect for diversity in our students. This respect, if properly nurtured, will promote tolerance for and foster interest in other cultures.

We have included a sample curriculum for the second grade in Appendix B. This sample curriculum is to demonstrate and describe our ideas for an educational program. The final curriculum will be completed with the participation of the Summit Charter School faculty and board of trustees.

This sample curriculum was drafted from various sources such as: school systems currently utilizing innovative and creative methods, educational publications, and the prior educational experience of some of the Summit Charter School founders and organizers. In addition, we have made extensive use of ideas from the following authors: Howard Gardner, Ronald Gross, Harold Maslow, Lewis J. Perelman, David Perkins, Theodore Sizer, and E. D. Hirsh. We have also consulted with individuals active in the academic world: Gareth Matthews, Professor, University of Massachusetts- Amherst Campus, Judah Schwartz, Professor, Harvard and MIT, Jeffrey Ryan, PhD- History, Bak Fun Wong, Principal, Josiah Quincy Elementary School, Boston, Massachusetts, Miriam Kronish, Principal, Elliott School, Needham, Massachusetts, and Dr. Shelton Wagner, Developmental Psychologist.

B) What is the basis for the teaching methods used?

We believe education is a process of discovery and that teachers must find the keys (teaching techniques) to unlock the wellspring of unrealized potential for each student. The excitement and enthusiasm associated with such revelations can be contagious and serve as catalyst to propel teachers and students to the height of their potential.

Just as we believe there are multiple intelligences (linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, intrapersonal and interpersonal), we also believe there are various levels of understanding. While generalized lessons can be taught to the entire classroom, each student will have a plan to address and facilitate individual learning styles and personal aptitudes. We will take an interactive approach to learning. The students will be encouraged to assist and to learn from one another. Therefore, our teachers will have to be excellent intergroup facilitators. Additionally, teaching methods will take an interdisciplinary approach whenever possible.

We will require our teachers to attend seminars and other professional development courses to keep current on the latest research in their field. We will spark their creativity by forming brainstorming task forces to develop new ways to integrate these research findings into our teaching techniques.

C) Describe the school calendar and hours of operations.

Our current suggested school calendar is 190 days with the hours of operations beginning at 8:30 AM and ending at 3:00 PM for grades one to eight. Kindergarten students will attend three morning sessions from 8:30 AM to 11:30 AM and two full day sessions from 8:30 AM to 3:00 PM with a "call back" once a week from 12:30 PM to 3:00 PM. The entire kindergarten class will be staggered throughout the week for call backs. The call back period is to allow teachers to work with a smaller group of students on any subject of interest shown by student or area needing extra attention.

We will evaluate the effectiveness of this suggested calendar in achieving the educational programs previously described and will adjust our plans if necessary.

11) Student Performance:

A) Describe your proposed plan to assess student performance.

Students will be required to demonstrate mastery of subject matter before being advanced in that subject. Advancement will be determined subject by subject and competency by competency, **not** as a function of age or accumulated hours of class instruction or average grade-level performance or grade point average or position on a normative bell curve.

B) What remediation will be available for underperforming students?

The Summit Charter School plans to monitor student progress closely and therefore address any deficiencies before they become causes for under performance. However, if in spite of this vigilant effort, a student becomes an under performer, our first action will be to determine the root causes contributing to the under performance. Depending on the causes, whether they are psychological, physiological, social or academic, we will formulate a plan of action with the parent and student to bring the performance level up with the use of call back periods describe in Item 10C above. We believe all students are capable of learning and when presented with the appropriate opportunities and avenues, they will succeed. Parents and educators must not blame the students for under performance, but instead find the ways to tap their energies and channel them properly.

C) How will the development of skills be measured?

Portfolio assessment will be utilized as a means to continuously follow the progress of each student. Students skills will be assessed the beginning of each quarter and compared to the skills demonstrated at the beginning of the previous quarter. A qualitative written evaluation of each student will be prepared and analyzed quarterly as a means to reflect on the past quarter and a way to set goals and objectives for the coming quarter.

12) School Evaluation:

A) What method of self- evaluation will be used?

There will be several methods of self- evaluation:

Parental Feedback - parents will be required to complete a written evaluation annually regarding curriculum, faculty performance, school's outreach programs and suggestions for improvement.

Community Feedback - the same written evaluation would be solicited from selected community leaders.

Student Enrollment - student retention and attraction rates at the school.

Standardized Tests- the results of state and national standardized test will be closely analyzed to evaluate curriculum and other programs.

Student Feedback- students will be given an opportunity to submit a one page essay or drawing as to their most favorite and least favorite event or class with an optional explanation.

B) How will the school establish regular dialogue with parents? with the community?

Parents will be required to attend quarterly conferences regarding the academic progress of their children. Teachers will establish call-in periods during times most likely to be convenient for parents such as early evenings twice a week. Parents may also call the school at any time and request a conference. With an open and participatory environment, regular dialogue should take place as a logistical result.

The Summit Charter School will hold quarterly community conferences to bring together all interested parties to inform and to brainstorm on any relevant subject.

The Summit Charter School also plans to publish a monthly newsletter highlighting events and scholastic achievements of its students.

13) Human Resource Information:

A) How will staff be selected? Describe the standards to be used in the hiring process.

Administrators will be selected on the basis of prior administrative and teaching experience. The qualified candidate must possess measurable skills in the areas of communication, leadership, organization and decision making. Additionally, there must be demonstrated knowledge in the areas of current educational trends, fiscal management, current technology and staff development procedures. The successful candidate must also exhibit interpersonal skills and emotional maturity. Each candidate must submit a one page essay titled "Managing Education in the 21st Century"

Teachers will be selected on the basis of two or more years of teaching experience with a concentration in a specific discipline preferred but not required. Candidates will also be required to submit a one page essay titled "Education in the 21st Century".

For both administrators and teachers, an undergraduate degree is required and advance degrees are encouraged.

B) How will teachers and administrators be evaluated? how often?

A written evaluation will be prepared for the teachers by the principal annually. Each teacher will be evaluated on teaching methods, classroom conduct, interpersonal skills, and any other relevant areas relating to the effectiveness of the individual teacher.

Administrators will be evaluated annually, in writing, by the board of trustees. The evaluation will assess the overall management capabilities of each administrator along with individual effectiveness in meeting goals and objectives.

C) Describe any other relevant employee information.

All teachers and administrators of the Summit Charter School will be considered employees at will and employment may be terminated for cause. Each teacher and administrator has the ability to appeal termination decision to the personnel/human resources sub-committee of the board of trustees. Salaries will be commensurate with experience. Benefit packages will be competitive with prevailing industry standards. Additional relevant employee information will be available by June 30, 1994.

14) School Governance:

The affairs of the Summit Charter School will be governed by an eleven member board of trustees selected from the community, parent groups, and the academic world. The eleven members will further divide into sub-committees with responsibilities in: personnel/human resources, finance, curriculum and administration/operations. Members will be appointed and by-laws will be adopted no later than May 31, 1994.

The principal will act as chief executive officer and will have full responsibility to carry out the goals and mission of the Summit Charter School. All teachers and other staff will report to the principal.

The Summit Charter School governance will be fully defined as Trustees are appointed and faculty members are selected.

15) Building Options:

Due to past declining enrollment, Norwood currently has two vacated locations formerly used as elementary and junior high school, respectively. We plan to solicit town government for the use of either one of the two locations.

Additionally, we have the options to negotiate with private businesses for the use of commercial space after conformity with the building requirements set forth by the Executive Office of Education.

We are optimistic that physical location will be identified and secured no later than June 30, 1994.

Summit Charter School Application Appendix A - Page 1

**Massachusetts Department of Education
School District Summary Extract
Based on FY 1992 Information**

	STATE	NORWOOD	DEDHAM	WALPOLE	WESTWOOD
Median Family Income	44,367	50,394	52,554	57,187	67,317
Population	6,016,425	28,700	23,782	20,212	12,557
% of Household w/Children	32.70%	28.20%	31.40%	36.70%	31.90%
% Children in Public Schools	88.40%	87.50%	86.70%	90.40%	91.50%
Education Attainments (Adults)					
<i>High School</i>	29.80%	33.20%	34.60%	29.20%	22.70%
<i>Bachelor Degree or Higher</i>	25.20%	26.20%	25.60%	30.60%	43.00%
Property Value per Pupil	\$12,479	691,161	687,560	543,522	981,439
Cost per Pupil	5,034	5,834	6,003	4,876	7,481
Spending per Pupil	4,537	5,616	5,768	4,585	7,256
Total District Revenues	\$10 BILLION	22.7 MILLION	16.7 MILLION	15.5 MILLION	13.7 MILLION
Average Teacher Salary	37,825	43,054	37,339	37,879	42,623
Total Enrollment	848,375	3,425	2,723	3,022	1,763
School Staff (Total)	99,177	414	308	325	279
% Teacher	61.70%	63.30%	66.30%	61.40%	61.70%
% Administrative	22.80%	19.10%	16.90%	23.80%	20.70%
% Other	15.50%	17.60%	16.80%	14.80%	17.50%
Average Teacher/Pupil Ratio	13.86	- 13.07	13.33	15.14	10.24
Attendance Rate					
<i>Elementary</i>	94.60%	95.80%	94.70%	96.20%	95.80%
<i>Total</i>	93.30%	95.20%	95.00%	96.10%	95.60%
Drop Out Rate					
<i>Annual</i>	4.00%	1.90%	1.50%	0.30%	0.20%
<i>4 Year</i>	15.20%	7.00%	6.00%	1.10%	0.70%
Advanced Placement Tests Taken	11,022	128	97	60	232
Plans of HS Graduates					
<i>4 Year College</i>	49.00%	58.90%	54.90%	66.50%	86.70%
<i>2 Year College</i>	19.50%	21.70%	17.60%	14.10%	4.40%
<i>Work</i>	21.40%	13.80%	21.60%	12.40%	3.00%
<i>Other</i>	10.10%	5.60%	5.90%	7.00%	5.90%

MEAP RESULTS in % (Spring 1992)	STATE	NORWOOD	DEDHAM	WALPOLE	WESTWOOD
Grade 4					
Reading					
Below Level I and Level I	41%	38%	41%	34%	29%
Level II	36%	37%	38%	41%	38%
Level III and Level IV	23%	25%	20%	25%	34%
Mathematics					
Below Level I and Level I	44%	41%	41%	38%	31%
Level II	39%	43%	44%	43%	44%
Level III and Level IV	17%	17%	14%	18%	25%
Science					
Below Level I and Level I	46%	38%	48%	38%	29%
Level II	34%	38%	32%	46%	35%
Level III and Level IV	20%	24%	20%	16%	36%
Social Studies					
Below Level I and Level I	44%	31%	43%	35%	26%
Level II	37%	43%	39%	48%	36%
Level III and Level IV	19%	26%	18%	17%	38%
Writing					
Below Level I and Level I	32%	25%	23%	20%	17%
Level II	46%	49%	51%	51%	49%
Level III and Level IV	23%	27%	26%	29%	34%
Grade 8					
Reading					
Below Level I and Level I	43%	43%	32%	32%	26%
Level II	26%	26%	26%	33%	28%
Level III and Level IV	31%	31%	31%	35%	45%
Mathematics					
Below Level I and Level I	47%	44%	49%	34%	23%
Level II	29%	33%	24%	40%	39%
Level III and Level IV	25%	23%	28%	26%	38%
Science					
Below Level I and Level I	45%	42%	39%	42%	21%
Level II	24%	30%	31%	18%	21%
Level III and Level IV	31%	28%	30%	39%	58%
Social Studies					
Below Level I and Level I	47%	38%	42%	38%	25%
Level II	26%	26%	25%	26%	22%
Level III and Level IV	27%	36%	33%	35%	53%
Writing					
Below Level I and Level I	36%	31%	24%	18%	8%
Level II	42%	45%	53%	42%	41%
Level III and Level IV	22%	24%	23%	41%	50%
Grade 12					
Reading					
Below Level I and Level I	44%	45%	40%	35%	21%
Level II	27%	27%	32%	31%	27%
Level III and Level IV	29%	28%	28%	33%	52%
Mathematics					
Below Level I and Level I	49%	40%	53%	37%	29%
Level II	24%	29%	17%	38%	31%
Level III and Level IV	27%	31%	31%	25%	41%
Science					
Below Level I and Level I	48%	44%	48%	44%	23%
Level II	21%	29%	16%	18%	27%
Level III and Level IV	31%	27%	36%	38%	50%
Social Studies					
Below Level I and Level I	50%	45%	48%	42%	24%
Level II	21%	21%	18%	28%	16%
Level III and Level IV	30%	34%	34%	29%	54%
Writing					
Below Level I and Level I	38%	46%	30%	33%	12%
Level II	34%	34%	43%	39%	14%
Level III and Level IV	28%	20%	27%	29%	64%

**APPENDIX B:
PROPOSED SAMPLE CURRICULUM (SECOND GRADE)**

Some suggestions contained herein have been derived from a variety of school systems and assorted professional sources.

Art, Music and the Performing Arts:

Art

With Art, the approach can go either way. The teacher could start with the paintings that children painted and ask the children what they see in the paintings (color, lines ...) and go on to explain how lines can be used to achieve various effects. Or, the teacher could begin by showing the students examples of art where lines and color are utilized to achieve specific effects, and then ask student to create their own works of art. Replicas, posters or books containing photos of great works of art will illustrate the potential magnificence that can result when artistic skills are brought to fruition.

Readings from Hirsch:

Visual Arts

Art That We Look At

Points and Lines in Paintings

More Lines in Paintings

Mass and Line in Sculpture

Mass and Line in Architecture

A Very Different Building

Open and Closed Buildings

Moving In and Out of Pictures

Learning More About Depth

The Persian Tale

The Importance of Light

Light and Lines Help Us Pay Attention

What Have You Learned?

MODELING/SCULPTURE - PLASTICINE

Description: Create a 3-D form using a variety of methods and materials: plasticine and self-hardening clay.

Objectives

- To learn the difference between a shape and a form
- To begin to enrich materials used with texture
- To work with a 3-D medium for self-expression

PRINTMAKING

Description: Prints are the product of a process that creates multiple examples of a design.

Objectives

- To find or create a simple image and repeat it as a means for personal expression.
- To create designs, patterns and rhythms by planned placement of prints.
- To relate the experience of printmaking to a functional product (wallpaper, fabric design, greeting cards)

DRAWING

Description: The art of representing an idea, emotion or object by the use of line, tone or color.

Objectives

- To use line for self-expression
- To continue to use line to emphasize the characteristic details and textures of:
 - a. the human figure, b. animals, c. objects in the environment

PAINTING

Description: Rendition of masses and their relation to color, tone, and shadow.

Objectives

- To recognize and use a variety of colors
- To explore mixing colors
- To procure pattern and decoration
- To explore using brush stroke to create texture
- To begin to use colors as they relate to the visual appearance of objects

CONSTRUCTING

Description: The translation of an idea into an art form through building with materials such as: styrofoam, scrapwood, cardboard, and paper.

Objectives

- To explore creating a 3-D form.
- To develop and understanding of the relationship of the parts to the whole.
- To explore using color and texture to enhance the finished product.
- To develop good motor coordination.

CUTTING AND ADHERING

Description: Cutting and pasting pieces of paper, newspaper, wallpaper, photos, fabric, etc. to produce a collage.

Objectives

- To experience the process of selecting and arranging (line, shape, texture) to produce unity
- To analyze and use materials to create a textural composition.
- To explore the uses of "found" materials to create art.

Music

Music lends itself to simultaneous instruction and practical appreciation. A teacher might ask if anybody can define rhythm and ask the child to demonstrate (by tapping) what he/she means.

We also intend to play tapes of various types of music (folk, classical ...)

RHYTHM.

- Meter: Singing: Accenting strong beats in singing and playing; Moving: Bouncing ball on the strong beat in 2/4 meter. Sliding and skating to show the strong beat in 3/4 meter. Moving only on the strong beat; Playing: Using more complex body percussions to show strong and weak beats. Using rhythm instruments to show strong and weak beats; Reading: Visually recognizing and identifying bar line, double bar line, measure and repeat sign. Identifying 2/4 and 4/4 time signatures.
- Patterns: Singing: Chanting and singing four- and eight-beat rhythm patterns and (ta, ti-ti, ta-a, rest); Moving: Using body motion to define phrase length; Playing: Echo playing four and eight-beat rhythm patterns; listening: Recognizing phrase length in listening selections: Reading: Visually recognizing rhythm patterns.
- Note Values: Singing: Singing and chanting rhythm patterns using ta, ti-ti, ta-a, and rest in simple songs or parts of songs; Moving: Showing relative value of note values through body movement; Playing: Using rhythm instruments to show relative values of notes; Reading: Recognizing the relative values of the notes. Identifying the notes by name (quarter-note, half-note, eighth-note).
- Tempo: Singing: Recognizing and using appropriate tempo changes in songs; Listening: Recognizing tempo changes in listening selections.

MELODY.

- Pitch Relations: Singing: Conscious placement of L-S-M-R-D tones; Moving: Responding to L-S-M-R-D tones spatially and through hand signs; Listening: Recognizing L-S-M-R-D intervals from voice and pitched instruments; Reading: Recognizing L-S-M-R-D spatial representation and with spatial symbols.
- Pitch Direction: Reading: Recognizing melodic direction in a notated song.
- Patterns: Singing: Echo singing using simple patterns of L-S-M-R-D; Moving: Using hand signs to show four- and eight-beat patterns of L-S-M-R-D; Playing: Playing isolated patterns within a familiar song on a pitched instrument; Reading: Recognizing L-S-M-R-D in a musical score of a familiar song.
- Notation: Singing: Singing in solfège notated songs that use L-S-M-R-D; Reading: Recognizing L-S-M-R-D from staff notation. Recognizing same/similar/different phrases from notation.

TEXTURE.

- Melodic: Singing: Singing simple canons and rounds, antiphonal singing and call and response; Playing: Performing simple ostinato, using a pitched instrument.
- Rhythmic: Moving: Simultaneously demonstrating beat and rhythm with two groups of persons; Playing: Simultaneously demonstrating beat and rhythm on instruments with two groups or persons. Using body percussion to play a sequence of four-beat patterns in canon. Performing a simple ostinato, using body percussion, and/or rhythm instruments.

FORM.

- Binary: Singing: Antiphonal singing of a verse-refrain song. Solo/group singing of a verse-refrain song; Moving: Using contrasting motions and/or groupings for A and B sections; Playing: Clapping on refrain of verse-refrain songs. Instrumental accompaniment of refrain in verse-refrain songs. Contrasting accompaniment for A and B section; Reading: Picture and letter representation of A and B sections.
- Ternary: Singing: Antiphonal singing of a verse-refrain song. Solo/group singing a verse-refrain song; Moving: Using contrasting motions and/or grouping of A and B sections. Demonstrating ABA form through games and folk dances; Playing: Clapping on refrain of verse-refrain songs. Instrumental accompaniment of refrain in verse-refrain songs. Contrasting accompaniment for A and B sections; Reading: Letter representation of ABA. Understanding D. C. al Fine.
- Miscellaneous: Singing : Group and solo singing of the call and response sections.

SOUND QUALITY.

- Vocal Tone Color: Singing: Increasing emphasis on beautiful tone quality and correct posture; Listening: Becoming increasingly aware of individual tone qualities. Internalizing the singing voice. Listening to live and recorded performances.
- Instrumental Tone Color: Playing: Choosing appropriate instruments to accompany songs or chants; Listening: Reinforcing skills listed in grade one (emphasis on the string family).
- Dynamics: Singing: Reinforcing skills listed in grade one; Playing: Reinforcing skills listed in grade one; Listening: Reinforcing skills listen in grade one. Recognizing crescendo and diminuendo in musical selections; Reading: Responding to the dynamic markings p (piano) and f (forte).

Drama

We intend to provide a conceptual foundation upon which practical skills can be built. For example, we will utilize Hirsch's book as a resource in helping the children understand what drama is and to trace its origins. After this, we can have the children perform their own drama.

Readings from Hirsch:

- Understanding and making Drama
- What is Drama?
- Drama in Early Times
- Comedy and Tragedy
- Performing Your Own Drama
- Anansi Rides Tiger

Teacher's Choice

The teacher will select age-appropriate plays to read with the children.

Questioning

Provocative, open-ended questions will be asked. For example, a teacher might ask:

- What was it about this play that you liked best and why?
- Is this an essential element in any great play?

Physical Education

FITNESS ACTIVITIES:

- Aerobic Endurance: 1) "moving Across America"; 2) Follow the Leader; 3) Heartbeat Stations
- Flexibility: 1) Stretching for outside of class activities; 2) Stretch and Hold. Stretch and Smile; 3) Location of specific muscles.
- Muscular Strength: 1) Intensity Toss; 2) Set up gym with stations that build strength and endurance (lifting, pushing, pulling and climbing).
- Jump Rope: 1) How to jump with individual rope; 2) How to run through swinging long rope from front door; 3) How to jump on long rope; 4) Introduce partner activities.

WELLNESS ACTIVITIES:

- Body Composition: 1) Walking Wellness Program; 2) Continuous activity to music; 3) Lists of what you ate for specific meals.

Mathematics:

- PATTERNS AND RELATIONSHIPS: Classifying, Sequencing, Patterning
- NUMBERS AND NUMERATION: Count by 1's, 2's, 3's, 4's, 5's, 10's forward and backward, Write and read numerals to 1000, Recognize number words to 100, Ordinal numbers (1st to 25th), Even/Odd, Place value (ones, tens, hundreds, thousands), Understanding symbols $>$, $<$, $=$, Compare and order numbers, Use hundreds chart
- PROBLEM SOLVING: Estimate: Record, display and discuss qualitative and quantitative information, Develop mental computation; thinking visually, Reasoning and critical thinking skills, Create number stories, Making observations and inferences, Probability and statistics
- FRACTIONS: Explore fractions using objects and sets, Use fractional symbols
- MULTIPLICATION: Relate to addition, Introduce symbol, Explore fact strategies
- DIVISION: Explore through use of manipulatives, Language of grouping/sharing
- CALCULATORS AND COMPUTERS: Investigate F. A. M. with calculators and computers, Use to support number sense activities.
- TIME, MONEY, AND TEMPERATURE: Recognize and write time to five minutes intervals, Notation of digital vs. analog; a.m., p.m., Elapsed time, Use of calendar, identify and count with pennies, nickels, dimes and quarters, Trade coins; make change, Thermometer as a tool, Record temperatures
- LENGTH AND WEIGHT: Use non-standard units, Language comparison, Relate meter and centimeters, Relate foot and inch, Use pan balance
- PERIMETER, AREA AND VOLUME: Investigate perimeter, Cover, construct and reproduce designs using regular and irregular shapes, Use common containers for estimation and comparison of cup, pint, quart, (liter), half gallon and gallon
- GEOMETRY: Identify plane and solid shapes, Identify lines of symmetry and congruent objects
- ADDITION: Understanding facts to twenty, Mastery of facts to ten, Fact strategies (families, doubling, adding on 1, 2 and 3), Interpreting number stories, Regrouping with manipulatives, Missing addends, Column addition, Two digit addition with and without regrouping, Use of parenthesis
- SUBTRACTION: Relate to addition, Understanding facts to 20, Mastery of facts to 10, Explore fact strategies (families, counting back and on 1, 2 and 3), interpreting number stories, Regrouping with manipulatives, Missing subtrahends, Two digit subtraction with and without regrouping, Use parenthesis

Selected Readings from *Fractals, Googols and Other Mathematical Tales* by Theoni Pappas.

Children will be taught how to solve word problems requiring a mastery of the aforementioned mathematical skills.

The use of software is strongly encouraged to enhance and reinforce these skills. The children will also be asked to make up their own word problems.

Language Arts and Reading:

We believe that it is necessary to utilize an integrated approach that stresses the interconnections between listening, speaking and writing. We intend to select some of our readings from a list of topics or specific books that have been suggested by the students in each class. These will be referred to as "class choice books."

We would also like to provide the teacher with an opportunity to share his/her favorite books with the children. It is our hope that some of these selections will be chosen to encourage discussions on basic ethical questions.

Professor Matthews, who teaches at the Amherst campus of the University of Massachusetts, has developed a package to be used in conjunction with children's literature which we intend to use as a way of introducing our students to philosophical thought.

GENERAL

- Understand that reading has many purposes, including reading for information. (Introduced in Kdg.; Taught in Grades 1-6.)
- Extend reading/learning experiences with a wide range of teacher read-aloud. (Introduced in Kdg.; Taught in Grades 1-6.)
- Extend reading/learning experiences with a wide range of media to be read by students silently and/or orally. (Introduced in Grade 1; Taught in Grades 2-6.)
- Develop practice of reading daily for enjoyment. (Introduced in Kdg.; Taught in Grades 1-6.)

DECODING/WORD STUDY

• Phonetic Analysis

Recognize and name letters of the alphabet. (Taught in Kdg.; Mastered in Grades 1.)

Recognize and use consonants. (Introduced in Kdg.; Taught in Grade 1; Mastered in Grade 2.)

Final consonants (Taught in Grade 1; Mastered in Grade 2.)

Initial consonant clusters (Taught in Grade 1; Mastered in Grade 2.)

Initial consonant digraphs (Taught in Grade 1; Mastered in Grade 2.)

Final consonant clusters (Taught in Grade 1; Mastered in Grade 2.)

Final consonant digraphs (Taught in Grade 1; Mastered in Grade 2.)

Recognize and use vowels (Introduced in Kdg.; Taught in Grade 1; Mastered in Grade 2.)

Short vowels (Introduced in Kdg.; Taught/Mastered in Grade 1.)

Long vowels (Introduced in Kdg.; Taught in Grade 1; Mastered in Grade 2.)

Vowel digraphs (Introduced in Grade 1; Taught in Grade 2-3; Mastered in Grade 4.)

Variant vowels (Introduced in Grade 2; Taught in Grade 3; Mastered in Grade 4.)

Recognize and use variant vowel/consonant combinations of increasing difficulty (ex: ow, oi)

• Structural Analysis

Know word endings (ex: s, es, ing, er, est, ly, ed) (Introduced in Grade 1; Taught in Grade 2; Mastered in Grade 4.)

Know possessive "s" (Introduced in Grade 1; Taught in Grade 2; Mastered in Grade 3.)

Know formations and meanings of contractions (Introduced/Taught in Grade 1; Mastered in Grade 2.)

Recognize compound words (Introduced in Grade 1; Taught in Grade 2; Mastered in Grade 3.)

Recognize use of prefixes (Introduced in Grade 2; Taught in Grades 3-6.)

Recognize use of suffixes (Introduced in Grade 1; Taught in Grades 2-6.)

Apply syllabication rules (Introduced in Grade 1; Taught in Grades 2-3; Mastered in Grades 4 and 6.)

Know and use rules of spelling changes (Introduced in Grade 1; Taught in Grades 2-3; Mastered in Grade 4.)

LITERAL COMPREHENSION

- Locate Main Idea (Introduced in Grade 1; Taught in Grades 2-6.)
- Identify key points in passage (Introduced in Grade 1; Taught in Grades 3-6.)
- Identify specific details in story (setting, character, plot, conclusion) (Introduced in Grade 1; Taught in Grades 2-5; Mastered in Grade 6.)
- Locate supporting information (Introduced in Grade 1; Taught in Grades 2-6.)
- Locate & identify supporting evidence (Introduced in Grades 1-2; Taught in Grades 3-6.)
- Identify speaker (Introduced in Grade 1; Taught in Grades 2-6.)
- Identify pronoun referents (Introduced in Grade 1; Taught in Grades 2-5; Mastered in Grade 6.)
- Recall specific facts (Introduced in Grade 1; Taught in Grades 2-6.)
- Retelling story (Introduced in Grade 1; Taught in Grades 2-6.)
- Arrange & identify events in sequence (Introduced in Kdg.; Taught in Grades 1-6.)
- Read for specific purpose (information and pleasure)(Introduced in Kdg.-Grade 1; Taught in Grades 2-6.)
- Recognize compare and contrast details (Introduced in Kdg.-Grade 1; Taught in Grades 2-6.)
- Recognize cause/effect details (Introduced Grade 1; Taught Grades 2-6.)

INTERPRETIVE COMPREHENSION

- State Inferred main idea
- Summarize information read (Introduced in Grade 2; Taught Grades 3-4; Mastered Grades 4-5.)
- Compare and contrast ideas (Introduced in Kdg. - Grade 1; Taught Grades 2-6.)
- Make inferences (Introduced Grade 1; Taught Grades 2-6.)
- Draw conclusions (Introduced in Kdg. - Grade 1; Taught Grades 2-6.)
- Predict outcomes (Introduced in Kdg.; Taught Grades 1-6.)
- Determine meaning through context (Introduced Grade 1; Taught Grades 2-6.)
- Understanding figurative and picturesque language (Introduced Grade 1; Taught Grades 2-6.)

CRITICAL COMPREHENSION

- Identifying various kinds (genres) of writing
- Distinguishing real from make-believe (Introduced in Grade 1; Taught in Grades 2-4; Mastered in Grades 5-6)
- Identifying author's purpose (Introduced in Grades 2-3; Taught in Grades 4-6)
- Paraphrasing (Introduced in Grade 1; Taught in Grades 2-5)
- Summarizing (Introduced in Grade 1; Taught in Grades 2-3; Mastered in Grade 4)
- Story elements: setting (Introduced/Taught in Grade 2; Taught in Grades 3, 6; M____tered in Grades 4, 5); plot (Introduced/Taught in Grade 3; Taught Grade 6; Mastered Grades 4-5); problem/turning point/solution (Introduced/Taught Grade 3; Mastered Grades 4-5; Taught Grade 6); conflict (Introduced Grade 6); story mapping (Introduced Grade 1; Taught Grades 2-6)

THINKING STRATEGIES

- Recalling and analyzing (Introduced Grade 1; Taught Grades 2-6.)
- Inferring (Introduced Grade 1; Taught Grades 2-6.)
- Synthesizing (Introduced Grade 1; Taught Grades 2-6.)
- Evaluating (Introduced Grade 1; Taught Grades 2-6.)
- Visualizing (Introduced Grade 1; Taught Grades 2-6.)
- Comprehension Monitoring (Introduced Grade 1; Taught Grades 2-6.)
- Rating Understanding (Introduced Grade 2; Taught Grades 3-6.)

VOCABULARY IN ALL LANGUAGE ARTS

- Expand vocabulary through reading, listening, language play and experiences (Introduced in Kdg.; Taught in Grades 1-6.)
- Categorize and classify groups of words (Introduced in Kdg.; Taught Grades 1-6.)
(The following are Introduced in Grade 1; Taught in Grades 2-6.)
- Use word analysis to determine meaning (ex: prefixes, suffixes, roots....)

- Develop personal resource for expanding vocabulary (ex: word book, word cards...)
- Understand vocabulary for talking about oral and written language (sentence, noun, verb, period, question, etc.)
- Understand multiple meanings of words
- Understand synonyms, antonyms
- Use new words in written or oral sentences to demonstrate understanding
- Identify word meanings from context (oral or written) (Introduced Grade 2; Taught Grades 3-6.)
- Homophones (Introduced Grade 2; Taught Grades 3-6)
- Analogies (Introduced Grade 2; Taught Grades 3-6)
- Understand figurative language (similes, metaphors) (Introduced Grade 2; Taught Grades 3-6)

READING LITERATURE

- Exploration of Literary Types and Genres
 - a. story (Introduced in Kdg; Taught Grades 1-6.)
 - b. poetry (Introduced Grade 1; Taught Grades 2-6.)
- Relate fiction, poetry, drama, non-fiction to prior knowledge and experience (Introduced Grade 2; Taught Grades 3-6.)
- Understand the meaning of “Tall tales”/“Folk Tales” (Introduced Grade 1; Taught Grades 2-6.)

ORAL READING

- Read aloud with reasonable fluency and accuracy for reading level (plays, stories, songs, poems, personal writing, etc.) (Introduced in Grade 1; Taught Grades 2-5; Mastered Grade 6.)
- Read with appropriate expression and inflection (Introduced Grade 1; Taught Grades 2-5; Mastered Grade 6.)
- Use clear enunciation and proper pronunciation (Introduced Grade 1; Taught Grades 2-5; Mastered Grade 6.)
- Demonstrate poise and self-confidence when reading aloud (Introduced Grade 1; Taught Grades 2-5; Mastered Grade 6.)
- Participate in choral reading with variety of voices and materials (Introduced Grade 1; Taught Grades 2-5; Mastered Grade 6.)
- Dramatize words and phrases (Introduced in Kdg.; Taught Grades 1-3; Mastered Grade 4.)

STUDY SKILLS IN ALL LANGUAGE ARTS

- Follow oral directions (Introduced in Kdg.; Taught Grades 1-5.)
- Follow written directions (Introduced in Kdg.; Taught Grades 1-5.)
- Apply alphabetical order
 - by first letter (Introduced Grade 1; Taught Grade 2; Mastered Grade 3)
 - by first two and three letters (Introduced Grade 2; Taught Grade 3; Mastered Grade 4.)
- Use table of contents (Introduced Grade 1; Taught Grades 2-6.)
- Classify and categorize information (Introduced Grade 1; Taught Grades 2-5.)
- Summarize information (Introduced Grade 1; Taught Grades 2-5.)
- Use glossary (Introduced Grade 1; Taught Grades 2-5.)
- Use maps (Introduced Grade 1; Taught Grades 2-5.)
- Use graphs (Introduced Grade 1; Taught Grades 2-5.)
- Use dictionary
 - definition (Introduced Grade 1; Taught Grades 2-5; Mastered Grade 6.)
 - guide words (Mastered Grade 6)
 - index (Mastered Grade 6)
- Put ideas together from various sources

Grade Two Literature List:

Amelia Bedelia - Parish

The Bee-Man of Orn - Stockton (Wise Owl Packet)

Cam Jansen & Mystery/Stolen Diamonds

Classic Nursery Rhymes

Danny and the Dinosaur - Hoff

Dr. DeSoto - Steig

Frog & Toad All Year - Lobel (Wise Owl Packet)

Frog & Toad Together - Lobel (Wise Owl Packet)

I Have a Sister, My Sister is Deaf - Peterson

I know A Lady - Zolotow (Wise Owl Packet)

Knots on a Counting Rope - Martin & Archambault

Nate The Great & The Phony Clue - Sharmat

Owl At Home - Lobel

The Real Thief - Steig (Wise Owl Packet)

Sylvester & The Magic Pebble - Steig

Women In Science Biographies

Extra Challenge: Junior Great Books

Stories and Poems (Hirsch selections)

The Emperor's New Clothes; Hansel and Gretel; Inktomi Lost His Eyes; 'Twas the Night Before Christmas; One-Inch Fellow; Paul Revere's Ride; Peter Pan; Robin Hood; From Tiger to Anansi

Myths from Ancient Greece and Rome (Hirsch selections)

Myths that Explain the World

The Gods and Goddesses

Introducing Some Gods and Goddesses (Zeus, Hera, Apollo, Poseidon, Aphrodite and Eros, Are, Hermes, Hephaestos, Athena, Hades)

Earth Goddesses (Demeter and Persephone; Prometheus and Pandora)

The Search Story (The Quest of the Golden Fleece; Sailing with Argonauts; Finding the Fleece)

Teacher's Choice

Class Choice

Selected Biographies (based on class interest)

Sciences

LIFE SCIENCE

OBJECTIVE - To provide an awareness of how people change as they grow.

- My size will increase.
- My weight will change.
- I can do things now that I could not before.

OBJECTIVE - To become aware that we have five senses.

- We have eyes to see. We learn by observing.
- We have ears to hear. We learn by listening.
- We have a nose to smell. We learn by detecting odors.
- We have a sense of taste. Things can taste good or bad.
- We have a sense of touch. We learn things by feeling them.

OBJECTIVE - To learn the living styles of different animals.

- Woodchucks and bats hibernate.
- Birds migrate.
- Animals reproduce differently.
- Animals have different homes (nests, holes, houses, ponds).
- Animals have different means of protection (hoofs, claws, beaks, poison, teeth, shells).

OBJECTIVE - To study how trees grow.

- Trees need water, light, and heat.
- Some trees change with the seasons.
- Trees are the largest plants: 1) Leaves make food for the tree. 2) Trees have different kinds of leaves. 3) Leaves can change color. 4) A tree adds a new growth ring each year. 5) The bark protects the living part of the tree.
- Baby trees have the same characteristics as full-grown trees.
- Conservation of trees and forests is an important environmental concern.

OBJECTIVE - To become aware of the common mammals in the local environment.

- Dogs, cats, raccoons, rabbits, woodchucks, bats, mice, squirrels, muskrats, foxes, opossums, moles, shrews, chipmunks, rats, mink, weasels, skunks, horses, and people are found in Norwood.
- Animals and their environments should be protected.

OBJECTIVE - To become familiar with the skeleton of different animals.

- Bones are held together to make a skeleton.
- The skeleton provides support for the animals.
- The animal's shape is determined by its skeleton.

PHYSICAL SCIENCE

OBJECTIVE - To become aware of magnetic force.

- Magnets can attract and repel one another.
- Magnets can be many different shapes.
- Only certain materials will be attracted to a magnet.
- Magnetic force can pass through non-magnetic materials.
- If a piece of iron is rubbed with a magnet, it will become a magnet.

OBJECTIVE - To become aware of gravity.

- Gravity is a force downward toward the earth's center.

- Gravity acts on all objects equally.
- All stars and planets have gravity.
- Without gravity, objects would simply float in space.

OBJECTIVE - To introduce electricity as a form of energy.

- Electricity does many things for us. It can give: 1) Light (flashlight, light bulb, fluorescent light); 2) Heat (oven, toaster, hot plate); 3) Sound (stereo, doorbell, buzzer, radio); 4) Motion (motor).
- Electricity travels in circuits.
- Electricity can be dangerous and must be treated carefully.
- Electricity should be conserved.

EARTH SCIENCE

OBJECTIVE - To study the sun's rays as they strike the earth.

- Shadows form when the sun's rays are blocked.
- Shadows resemble the objects that block them.
- The size and shape of a shadow depends on where the sun is in the sky. (Shadows are short when the sun is high, and long when the sun is low.)

OBJECTIVE - To study the earth's position in the solar system.

- The planet family orbits the sun.
- From the sun outward, the planets are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.
- The earth's orbit around the sun causes the four seasons.

OBJECTIVE - To become familiar with some useful rocks and minerals.

- There are three types of rocks: 1) Rocks that are layered, by water or wind; 2) Rocks made from molten rock; 3) Rocks that can be squeezed, twisted, bent - "changed."
- Rocks and minerals may be grouped according to: Weight, Color, Texture, Crystal size and shape, Hardness
- Rocks and minerals are useful - coal for energy, granite for buildings.

APPLIED SCIENCE

OBJECTIVE - To develop an understanding of how time is measured.

- Time is determined by the motions of the earth: 1) Days, weeks, months, and years are recorded on calendars; 2) Clocks and watches tell us seconds, minutes, and hours.
- People have invented many instruments for keeping track of time: Sundials, Hourglasses, Water clocks, Measuring length of candle burning.

OBJECTIVE - To learn to measure so objects can be described accurately.

- Weight is one kind of measurement.
- A balance can be used to determine weight.
- Ounces and pound, grams and kilograms are units of weight measurement.

OBJECTIVE - To begin to recognize real from unreal science.

- The world is full of unfounded superstitions.
- Unskeptical people are easily led to believe unproven facts.

OBJECTIVE - To put the skills and laws we have learned in science to practical use.

Social Studies

Social Studies is by nature an interdisciplinary process. The following essentials, while providing direction and perspective to the Social Studies program are intended to be used with a certain amount of flexibility, while providing continuity among the primary grades. We recognize that each class has its own unique character and needs and that each staff member brings his/her own academic background and experiences to the class.

We believe that much of the Social Studies Curriculum in Grades one and two is a shared curriculum. Many concepts introduced or taught at the first grade level are either reviewed or mastered in second grade.

CITIZENSHIP/SOCIALIZATION

- me as an individual
- my family, school, neighborhood, community
- rules/laws/authority figure
- introduction to democracy rights/responsibilities
- cooperation
- learning about leadership
- community government
- voting
- government workers
- decision making to foster choices
- heritage

HISTORY

- holidays
- customs/traditions
- cultures of the community
- introduction to Native Americans
- contributions of leaders/others
- calendar/time line
- immigration
- literature
- change is ongoing
- all places have a past

ECONOMICS

- needs/wants
- food/clothing/shelter
- division of labor
- producers/consumers
- independence
- interdependence
- transportation/communication
- money/time
- sources of income
- banking
- taxes

GEOGRAPHY

- cardinal directions
- equator, north/south poles
- introduction to scale, grid system, keys, legends
- understanding projections
- physical and natural components of a community
- environment
- tracing routes
- picture symbols
- urban/rural, city/suburb
- introduction/exposure to maps, globes
- pictorial maps
- land masses, bodies of water
- relative location
- relative distance
- relative size

Readings from Hirsch:

World Geography

Mostly Water!

The Third-Largest Ocean

Seas: Mediterranean and Aegean

Continents Again

Geography of the Americas

United States Geography

Strange Shapes

The First States

Geography of Mexico, Central America, and South America

Independent Countries

India

India's Rivers and Rulers

The Four Castes

A Very Old Book Indeed

The Story of King Asoka

China

A Very Old Civilization

The Longest Wall in the World

Confucius's Hope Comes True

Very Important Invention

Vietnam in Ancient Times

Grade Two Idea Sheet

Human Growth

- In September, record heights, weights, number of teeth, jumping distance, ball throw distances, etc. and repeat in June.
- Senses - from the Science Center - smell, taste, hearing kits.
- Play sensory games - blindfold, identify the smell, noise.

Animals

- Find pictures of different animal homes.
- Hatch frog eggs. (Science Center)
- Keep a hen from Science Center.
- Observe animals to see their methods of protection.
- Snake demonstration from Science Center.

Plants

- Experiment with different kinds of seeds from Science Center.
- Experiment with different plants. (Covering some buds, placing in closet, etc.)
- Leaf imprints.

Astronomy

- Draw shadows at different time of day.
- Have shadow plays using filmstrip projector.
- Draw new things from shadows.
- Make models of solar system - available at Science Center

Rocks and Minerals

- Experiment with rocks (color, shininess, buoyancy, hardness).
- Rock hunting on the playground.
- Use rock collection from Science Center.
- Test rocks with acid (vinegar).

Magnetism - magnets available at Science Center

- Find out what magnets will pick up.
- Find out what materials magnets will work through. (paper clip in glass, etc.)
- Observe different kinds of magnets (round, horseshoe, bar).
- Make iron filing pictures using magnets.

Gravity

- Observe and time how objects fall from different levels.
- Build and show balancing toys.
- Children's weight is a measure of gravity.

Electricity

- Light bulbs in simple circuit.
- Ring doorbell in simple circuit.
- Make shoe box doll house with a lamp.

Environment and World Health

- Discuss pollution around the world (air, water, noise).
- Water waste.